

PSSA WRITING DOMAIN SCORING GUIDE-INFORMATIONAL

	<u>FOCUS</u> The single controlling point made with an awareness of task about a specific topic.	<u>CONTENT</u> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	<u>ORGANIZATION</u> The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	<u>STYLE</u> The choice, use and arrangement of words and sentence structures that create tone and voice.	<u>CONVENTIONS</u> Grammar, mechanics, spelling, usage and sentence formation.
4	⇒ Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience	⇒ Substantial and relevant content that demonstrates an understanding of the purpose ⇒ Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details	⇒ Effective order and organizational structure that develop a topic ⇒ Effective transitions that connect ideas and concepts	⇒ Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*	⇒ Consistent control of sentence formation ⇒ Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	⇒ Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience	⇒ Adequate and relevant content that demonstrates an understanding of the purpose ⇒ Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details	⇒ Adequate order and organizational structure that develop a topic ⇒ Clear transitions that connect ideas and concepts	⇒ Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*	⇒ Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning ⇒ Adequate control of sentence formation
2	⇒ Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience	⇒ Inadequate, vague content that demonstrates a weak understanding of the purpose ⇒ Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details	⇒ Inconsistent order and organizational structure that somewhat develop a topic ⇒ Inconsistent/limited transitions that somewhat connect ideas and concepts	⇒ Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*	⇒ Inconsistent control of sentence formation ⇒ Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	⇒ Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience	⇒ Undeveloped writing with little support; may be a bare list	⇒ Minimal order and organizational structure ⇒ Minimal transitions that may or may not connect ideas and concepts	⇒ Ineffective formal style with little control of language*	⇒ Minimal control of sentence formation ⇒ Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

NON-SCORABLE

- Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response.
- Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense.
- Is insufficient, i.e., does not include enough to assess domains adequately.
- Is a blank paper.

OFF-PROMPT

- Is readable but did not respond to prompt.

Grading Formula: $(50 \times \frac{\text{points earned}}{\text{points possible}}) \div 20 = \text{score} + 50 = \text{percentage}$